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ABSTRACT

This compilation presents edited manuscripts of presentations from a community education conference held in Illinois. Summaries are provided for the following presentations: (1) "Leadership for Diversity," by Theodore L. Gross, outlining classroom goals to lead students out of prejudice; (2) "Building Coalitions," by Pat Kaye Edwards, reviewing current issues and goals related to the community education movement; (3) "Collaborative Leadership in Action: Extending the Academic Mission," by Ida Androvich and others, describing a collaborative relationship between Loyola University and the community of Maywood (Illinois); (4) "Communities InTouch: Substance Abuse Prevention," by Joanne Bieschke and Sarah Hansman, detailing the goals and strategies of an Illinois community health program; (5) "Interfaith, Interagency, Intercommunity," by Suzanne Dillon and others, highlighting Catholic Charities' activities in Cook and Lake County, Illinois; (6) "Issues of Child Sexual Abuse: Protection of Victims and Networking Services," by Tom Plach and others, describing Proviso Township's (Illinois) approach to investigating child sexual abuse; (7) "'New Directions': Offering New Options for Housing Choices," by Lashaune Brundage and Angela Woods, discussing an outreach program to increase home ownership options; (8) "Project Success": School and Communities Working Together for Successful Families, by Lori Williams and others, describing a program to improve health and social service delivery to children and families; (9) "The Diversity Group: A Model for Building Community Unity," by Julia Doris and Helen Lockhart, reviewing a model for working with schools, churches, families, and the community; and (10) "Villa Alegre: A Model of Community Empowerment," by Luis Albaracin and others. Letters of support from community leaders and a list of conference attendees are appended. (KP)

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SECOND ANNUAL COMMUNITY EDUCATION CONFERENCE

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CELEBRATING PARTNERSHIPS

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Nuevos Horizontes, Triton College Community Center, is pleased to present to you the edited manuscripts used by program presenters at the Second Annual Community Education "Celebrating Partnerships," held at Triton College on November 18, 1993. It is our hope that this book will be a link in helping to strengthen partnerships and to develop new coalitions for the betterment of the community.

Sylvia M. Solorzano
Sylvia M. Solorzano, Director
Nuevos Horizontes and
Outreach Sites

COMMUNITY EDUCATION CONFERENCE "CELEBRATING PARTNERSHIPS"

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COMMUNITY EDUCATION CONFERENCE

"CELEBRATING PARTNERSHIPS"

The following is a summary of the remarks given by Dr. Theodore L. Gross, President of Roosevelt University.

"Leadership For Diversity"

The great question confronting mankind today is governing and living with diversity, whether it be in the former Yugoslavia, the streets of Johannesburg, Los Angeles, New York, or Chicago, or in the classroom of our public and private schools.

We live in metropolises or citistates where the sheer numbers of native-born African Americans, Hispanics, and Asian Americans as well as immigrant groups from across the world have grown proportionally higher in relationship to white Americans. More than 50% of the population of California is already "minority" and the same will be true of Chicago's citistate. In the early twenty-first century, only about 15% of the American work force will be minority.

The need for tolerance and understanding is clear. Because the United States is bordered by two oceans, it has historically always had a tendency toward isolationism and xenophobia. Henry James once said that Americans suffer from a cultural inferiority complex when they travel to foreign countries and much of our literature is based, in Mark Twain's phrase, on "innocents abroad." Most Americans have difficulty with foreign languages because foreign lands seem so distant to us. But we live in a time when ethnic, racial, and religious differences need not only to be tolerated but must be embraced.

We live in what Marshall MacLuhan once called a global village-- now one might say the world is a global neighborhood. The age of communications has brought all of us far closer together and the influx of immigrants into the workforce of the United States means that we have become literally "a nation of nations."

The word "educate" means "to lead out." It is special responsibility of educator to lead young people out of prejudices that thrive on ignorance. They should promote the following goals within their classrooms:

- * recognize and value people's differences;
 - * put minorities into leadership and decision-making roles so that they serve as role models for students;
 - * share power with minorities;
 - * seek to remove long-standing stereotypes.

These goals will not be easy to achieve. But we have no choice, if we are to have a vital workforce and a civilized society. As always, educators are those who must exercise leadership and direct the society at large.

Following are excerpts of the keynote address presented by Dr. Pat Kaye Edwards, Program Officer at the C.S. Mott Foundation.

"Building Coalitions"

I am very pleased to be here as you celebrate National Community Education Day with the theme, Celebrating Partnerships.

First, I would like to say a few words about community education -- like, what is it? You know if I say the terms - Health Education, Religious Education, Sex Education, Adult Education, K-12 Education - those terms conjure up frameworks in our minds and pretty much our frameworks would be the same. But if I say Community Education - Does that conjure up a framework? Not usually. People respond with - what's that? and I find most of my colleagues in community education defining the term with an emphasis on the education part -- the school connection part, rather than the part that is our uniqueness - the "community" part. That is what we need to be experts in.

By definition community education is an opportunity for local citizens and community schools, agencies and institutions to become active partners in addressing education and community concerns. Community education brings community members together to identify and link community needs and resources in a manner that helps people help themselves raise the quality of life in their communities.

Because I am from Flint, Michigan, I like to think of Flint as the birthplace of the community school concept in the early 1940's that developed into the national and international community education concept that is practiced today in thousands and thousands of American communities addressing a diversity of community and educational problems and issues.

The community education movement has a well-grounded infrastructure and I want to be sure you are aware of that infrastructure. It extends from your local community throughout the world. Without a doubt, the bottom line - the action level - for community education is the local level, where literally thousands of people are employed in community education positions, millions of volunteers are assuming community responsibility, and billions of local dollars are being invested. In addition, thirty-eight states have state community education associations, of which Illinois is one. In addition, there exists a national network of technical assistance providers located in state departments and institutions of higher education in almost every state in the Union. Thirty-two states, including Illinois, have a state plan of community education ratified by the State Department of Education.

There is a National Advocacy membership group known as the National Community Education Association, located in the D.C. area, and there is a National Center for Community Education, located in Flint, Michigan.

There is also an International Community Education Association, a membership organization with representation from over 80 countries, which holds an international community education conference every four years - the next to be in Thailand in the Summer of 1995. All of these agencies are connected via computers and modems to a telecommunications network whereby they can exchange information daily on community education. It is actually possible for you, as a local practicing community educator, to contact your Illinois Community Education Association person, and ask them to place an inquiry on the computer system and receive within a week, comments from several other state and national community educators around the United States and the world.

Community Education throughout the world has always advocated such basic notions as community involvement and interagency collaboration. We had a track record of performance long before these phrases were common everyday words, like they are today. We have come a long way since the early 1940's - and as your conference suggests - we have cause for celebration. While we celebrate it is also a time to recommit ourselves to the "community" in "Community Education."

From time to time, every family, no matter how self-sufficient, needs help: A short-term loan to pay the rent on time in a month of unexpected expenses, someone to help care for a sick child or parent, legal advice, specialized training to compete for a better job, or advice on an adolescent child who is not doing well in school. More serious problems such as chronic illness, unemployment, or homelessness can make special help a continuing necessity. Families with strong support networks and ample financial resources often can find the help they need from friends and relatives -- without too much trouble -- in the community. Using the information and connections of their social acquaintances and their own ability to purchase services, these families usually can act to resolve crises effectively and to keep small problems from getting out of hand.

Across the country, communities are asking what can be done to reclaim the one child in four who is in jeopardy of school failure. They are asking how other, often highly interrelated, problems that place youth at risk - poverty, premature parenthood, substance abuse, unemployment, and homelessness - can be addressed so that children can learn. The challenges are fundamental ones for American society.

What is required to create communities where learning can happen? What supports do families need to raise children who are educationally and emotionally successful and are able to pursue productive and satisfying careers? How can services be made more responsive and more likely to help large numbers of children and families retain control over their lives? How can schools help, and what responsibility must be assumed by other institutions that serve children and families?

A growing number of communities are developing collaboratives and/or coalitions to gather the information needed to discuss these questions fully and to arrive at collective decisions for resolving them. With a common vision, the partners in these collaboratives are becoming a voice for children, families and communities. By virtue of their broad-based representations, collaboratives are an emerging force for change in America's communities. These efforts reflect a growing consensus among researchers, policy makers, and practitioners that stronger connections between family, school and the larger community, particularly among educators and health and human service providers, are essential to the success of children and families.

Successful coalitions honor diversity of people and ideas, and recognize that people in communities have to learn from each other.

As I stated earlier, across the country, there is a growing number of communities developing collaboratives that are interested in the "Community as a Whole." Such coalitions recognize agencies and people of special interests; however, the bottom line is common values and motivations and a vision about what their community can be. Successful coalitions honor diversity of people and ideas and recognize that people in communities have to learn from each other.

This requires more than listening to other points of view. It calls for going beyond seeing others as we see ourselves, as though we were all alike. The challenge is to appreciate how something, like a community issue, would seem to people different than us. Without the perspectives others bring, we are prisoners of our personal circumstances. We know how we see this issue, but we do not know how the community, and all its parts, sees the issue.

Therefore, coalitions, to be effective, take a great deal of time. Primarily because we need to "talk through" issues, rather than "talk about" issues. Such "Public Talk" improves community eyesight and allows people to redefine problems in more holistic terms, to see one another differently and to have a much better map of the communities resources.

The central idea of all coalitions, in my opinion, should be on the community and all its interrelations and connections, rather than one specific issue. What sets this concept of a coalition apart from others is the notion that politics has more to do with the connections among a variety of problems than with certain particular problems. Rather than being advocates for one set of interests or solutions, coalitions search for comprehensive definitions of their community's problems as well as building community capability for solving them - not just "fixing" them.

Coalitions are places where people and agencies find one another; they are reservoirs for collecting political will. These coalitions transform collective concerns into civic energy by creating networks and partnerships; they build a civic infrastructure, a set of relationships among civic organizations that strengthens the political fabric of a community.

Perhaps most important, the structure and continuity provided by a coalition can maintain political momentum in a community. Momentum has to be maintained in order for a community to stay with a problem long enough to treat its causes not just its symptoms. A coalition's job is to marshall ongoing support for those tasks that require patience and sacrifice.

Building effective coalitions is not easy. It is extremely time consuming and takes a continual commitment from the people and the agencies involved. However, in the long run -- if we are going to tackle the multitude and density of today's problems, we must find the energy and time to build effective coalitions.

Rebuilding community will not be easy, but it is our life's work - so we better get on with it. And I know of no better place to start than by developing or continuing to implement a community coalition - one that brings all the constituents to the table - one that spends the time necessary in "public talk/discussion", finding common ground, building a vision, creating public will to create positive community environments that contribute to long-lasting community change.

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**COMMUNITY EDUCATION DAY
"CELEBRATING PARTNERSHIPS"**

"COLLABORATIVE LEADERSHIP IN ACTION: EXTENDING THE ACADEMIC MISSION"

By: Dr. Ida Androvich
Enriqueta June
Mildred Talford
Dr. Rebecca Lipton
Valerie Webb

Associate Professor, Community Nursing, Loyola University
Public Relations, Village of Maywood
Executive Director United Way-Maywood
Assistant Professor, Preventive Medicine and Epidemiology,
Loyola University
Director of Education CCD of PH.

"PARTNERS FOR GOOD HEALTH"

Academic Health Centers, such as Loyola University of Chicago, IL, recognized a need for greater community health development by getting the public involved. Maywood's Mayor, Honorable Donald L. Williams, graciously accepted the invitation and the challenge with Loyola University by officially supporting the idea. Mayor Williams extended resources and referrals of not only local government but included civic organizations, religious leaders, business owners, educators, and concerned citizens. The Mayor personally recruited the United Way of Maywood to be an integral part of the internal structure of the new partnership between Loyola University and Maywood.

The United Way of Maywood, a non-profit organization, has always championed the concerns of the citizens they serve. The United Way of Maywood is an affiliate member of the United Way of Suburban Chicago Federation and actively participates in the United Way Crusade of Mercy Campaign. The Maywood United Way is supported by dedicated and caring volunteers that comprise its Board of Directors.

Because of the large number of volunteers who donate their time and talent, the United Way is very cost-effective. System wide, approximately 90% of the total dollars contributed are used to support or fund health and human care services. All monies raised in Maywood are used to support agencies serving Maywoodians.

Community needs are determined by community surveys conducted to determine what health and human care services are needed, what agencies are best suited to provide them and the level of funding for each agency. The agencies receiving United Way funds are carefully monitored to ensure monies are used appropriately.

The Partnership between Loyola University and The Village of Maywood will bring out the best in all of us, the "United Way." A gift to the United Way of Maywood is a solid investment in the future of Maywood.

Collaborative Leadership. . .

"MAYWOOD COMMUNITY"

Loyola University's academic health center is located in Maywood, Illinois. The Maywood community, founded in 1869, encompasses 2.5 square miles. Maywood is home to the 33rd Tank Company National Guard.

In April, 1942, the 89 Maywood men who had become the famous 192nd Tank Battalion, became victims of notorious "Bataan Death March" in the Philippine Islands. The community has held Bataan Day Parades ever since to honor their memory. Maywood is located in the western suburbs 10 miles away from downtown Chicago.

The population of Maywood is 27,139 (1990 Census Data) with 53% female. By race, 83% are Black, 6.7% Hispanic and 9.6% White. There are over 29 churches in Maywood. The median family income is \$21,668 and the main family income is \$23,433, with more families earning between \$50,000 - \$75,000 (269) as earning under \$2,500 (204). Of the 94% occupied housing units, 59% are owner occupied and 35% are rental units. The median home value in 1990 was approximately \$70,000. The unemployment rate is 10%.

There are 4973 students in the eleven elementary schools. These schools are racially segregated, with six schools having over 98% Black students and less than 1% White, while the two with over 60% White students have less than 10% Black student enrollment.

Proviso East High School reports 78% Black and 7.6% White enrollment. (These figures are from the 1990 census and according to Enriqueta June, the Hispanic total of 0% cited in the census report does not reflect the currently increasing Hispanic population). At Proviso, the graduation rate in 1989-90 was 84% and in 1990-91 was 79.4%.

Maywood is a community with much stability, yet the problems of the inner city are beginning to be reflected in their health and crime statistics. From several perspectives it is an ideal community in which an academic health center could become involved and have an impact. There are strong governmental and educational systems in place and community service agencies, congregations, and private organizations are well established. The community has clearly defined boundaries, is relatively homogenous, and is of manageable size. Yet, despite its' designation as a suburban community, its' difficulties represent a microcosm of the health and social problems that affect urban areas nationally.

"THE PARTNERSHIP BEGINS"

Since late summer of 1991, representatives from Loyola and Maywood have been working together to develop an action plan and methods to coordinate academic health center services and community health care needs. The impetus for initiating these efforts was the growing recognition across Loyola departments of the need for collaborative, community-based initiatives. These undertakings are directed toward the identification of health promotion and

Collaborative Leadership . . .

disease prevention and treatment activities for individuals within the Maywood community, as well as mechanisms to increase community-based curricular content in the professional schools.

After several months of joint planning, a co-sponsored community and academic health center invitational conference was held in May of 1992. A request for the funding to support an invitational conference within the Maywood community was submitted to the federal Agency for Health Care Policy and Research (AHCPR) and approved but not funded, consequently, support for the conference was subsequently provided by Loyola, with Maywood contributing the site facilities. The primary Loyola initiators of this effort were principal SSOM and MNSON administrators. They worked in collaboration with the Mayor of the Village of Maywood and were conveners of a joint planning committee composed of community-identified leaders, academic health center faculty and staff, and representatives of the Cook County Health Department to plan the conference. The overall conference goal was to bring together community and AHC experts in the areas of HIV/STD, Hypertension/CAD, Substance Abuse, and Maternal and Child Health issues such as Teen Parenthood with the outcome of articulating a health agenda for the Village of Maywood.

The conference opened with a welcome from the Provost of the AHC and the Mayor of Maywood. Participants from Loyola included the Deans of Medicine and Nursing, the Assistant Dean of Nursing and the Senior Associate Dean of Medicine, Department Chairs from both medicine and nursing, the Chief of Staff, and faculty from both medicine and nursing. Maywood attendees included Village Trustees, the President of the Chamber of Commerce, and leadership and representation from major social service agencies in the community, including the Cook County Department of Public Health (CCDPH), and community residents including several teens from the area high school.

An outcome of this conference was the identification of an action agenda in the prevention and treatment of substance abuse, sexually transmitted diseases, HIV infection/AIDS, teen pregnancy, and hypertension. The structure that emerged from the conference consisted of a steering committee composed of the joint planning committee with additional members and five task forces. Each of these task forces is co-chaired by representatives from Loyola, Maywood, and the CCDPH. Each has the goal to identify strategies to refine and promote the action agenda for their area that was articulated at the conference. Recently, Loyola has received funding from the Pew Charitable Trust, Robert Wood Johnson and Rockefeller Foundation's Health of the Public program as one of 28 academic health centers for the project entitled "Healthy Teens for the Year 2000".

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**COMMUNITY EDUCATION DAY
"CELEBRATING PARTNERSHIPS"**

COMMUNITIES INTOUCH: SUBSTANCE ABUSE PREVENTION

By: Joanne Bieschke, *InTouch Coordinator, Cook County Sheriff Youth Services Department*
Sarah Hansman, *Coordinator, Lyons Township Substance Abuse Task Force*

InTouch (Illinois Network to Organize the Understanding of Community Health) is:

A state-wide, state-mandated and state-funded program to combat the problem of alcohol and other drug use among young people;

A communication link to community systems for the prevention of alcohol and other drug abuse:

A management system designed to foster this communication and facilitate the networking necessary to bring prevention efforts into harmony;

Administered by the Cook County Sheriff Youth Services Department to provide prevention programming in west suburban Cook County.

Prevention is an active, assertive process of creating community conditions and personal attributes that promote the well-being of youth and families. The most successful prevention plans should incorporate the following strategies:

1. Increase the awareness and knowledge of the community regarding the need for prevention.
 2. Improve parenting skills, youth leadership and decision making skills, and community problem solving abilities.
 3. Promote alternative activities and positive growth opportunities for youth.
 4. Influence social policy and norms related to alcohol and other drug use.
 5. Train those who can positively influence young people.

There are many factors present in a young person's life that may place them at risk for unhealthy behavior such as alcohol and other drug use. Current research by Drs. Hawkins and Catalano of the University of Washington has identified risk factors in important areas of daily life; the family, school, community, peer groups and within individuals themselves. These risk factors are as follows:

Communities InTouch.....

COMMUNITY

- * Availability of drugs
- * Community laws and norms favorable toward drug use and crime
- * Transitions and mobility
- * Low Neighborhood attachment and community disorganization
- * Economic and Social deprivation

FAMILY

- * Family history of high risk behavior
- * Family Management problems
- * Parental attitudes and involvement

SCHOOL

- * Early anti-social behavior
- * Academic failure in elementary school
- * Lack of commitment to school

INDIVIDUAL/PEER

- * Alienation/rebelliousness/lack of bonding to society
- * Anti-social behavior in early adolescence
- * Friends who engage in the problem behavior
- * Early initiation of the problem behavior

InTouch works with school and community groups to assess which risk factors are a priority and need to be addressed through prevention programming.

InTouch has worked closely with the Lyons Township Substance Abuse Task Force in providing parent education programs to residents of Lyons Township. Group facilitators have been trained and will then lead parent participants in Systematic Training for Effective Parenting (STEP). This involves residents of the community in providing prevention services to others.

For information regarding substance abuse prevention contact Joanne Bieschke, In Touch, 708-865-2900.

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**COMMUNITY EDUCATION DAY
"CELEBRATING PARTNERSHIPS"**

INTERFAITH, INTERAGENCY, INTERCOMMUNITY

By: *Suzanne Dillon* *Regional Service Representative, Catholic Charities*
Lois Bledsoe *Lutheran Child and Family services*
Diane Gore *Special Guest From P.A.D.S.*

Catholic Charities established in 1917, provides social services to clients living in Cook and Lake County. In October of 1987, Catholic Charities West Suburban Services opened its regional door to serve clients living primarily in the West Suburban Cook. Catholic Charities serves people of all religious, national, social, racial, and economic backgrounds. We help meet the basic human needs of people, provide services to families/individuals, children, and Seniors. Some of our services include Information and Referral, Case Management, Counseling, Maternity, support groups for relatives and friends of suicide victims, foster and relative care, H.E.R.O.E.S./CARA housing program, Immigration program, and access to many other Catholic Charities services.

Prior to the regional office opening in Forest Park, a relationship was established between Catholic Charities West Suburban Services and Lutheran Children and Family Services. A partnership developed and a variety of sharing began. Examples of these include: toiletry packs, and community Christmas baskets were shared with Catholic Charities clients by Lutheran Children and Family Services; at first Catholic Charities didn't have access to McDonald Coupons/bus tokens and these were given to our clients by Lutheran Children and Family Services, 3 semi-loads of coats came from Lutheran Children and Family Services stored at 1 of Catholic Charities warehouses, and then shared with clients in Chicago and suburban shelters; referrals made by Lutheran Children and Family Services resale shop "Nice Twice" are given to Catholic Charities; and this sharing goes on and on.

In addition, Catholic Charities has networked with a number of agencies in Cicero to mutually develop the Neighborhood Center of Cicero at the former St. Attracta Parish. Unduplicated Hispanic services are now provided from this center.

Thus, with this community networking and partnership with agencies, we are able to provide the best service to those clients in need of social services.

LCFS began as an Orphans Home in 1873 and we've been in River Forest since 1960 providing various social services. We are one block from Catholic Charities and working together with Suzie has been helpful.

Two years ago Pat Anderson was concerned about the homeless she saw in Oak Park. She got a group of ministers together; a community meeting was called, and PADS opened with 3 church sites Oct. 1992 - 10 months later. By March 1993, there were 7 sites and hundreds of volunteers who worked to give 40 homeless a pad and 2 meals overnight in 7 churches or synagogues. Social service agencies have had increased walk-in's and we all are challenged

how best to assist them. Learning to empower, not rescue and problem solve is our goal. We are working with the churches to help give out tokens or food coupons for their survival. LCFS has provided a warming center on Mondays which helps on cold days with telephone, clothes and TV from 10 Am to 4 PM, December through March.

I invite all of us who have so much to become partners with the homeless and others struggling to survive in times of fewer jobs, less income, and higher costs in housing.

The following is a poem written by a homeless man of PADS!

"NOWHERE TO GO"

Nowhere to go, nowhere to live
My life I'll most freely give
Just to lay my body down
Somewhere in this old lonesome town

I'll walk all day and weep all night
This homelessness it's just not right
But then again it's just my lot
To have a home I never got.

Cause if I'll get myself some rest
In the morn I do my best
To find myself just one hot meal
My God! You know I hate to steal

To have someplace where I can live
With food to eat and love to give
Someplace where I can lay my head
Nowhere to go, now home instead.

DIANA GORE'S STORY

My family and I, husband, 2 sons, daughters, and 2 grandsons, spent 6 1/2 years as homeless people because I didn't discipline myself with money.

We started out as a family staying in family-style shelters which consisted of a furnished apartment, financed by different churches. We stayed with friends but never with relatives because they all said "no".

We stayed in pup tents behind abandoned buildings in our own hometown, 1 1/2 blocks from our church. My 14 year old son had a scatter gun put in his face, lived in foster homes, teenage shelters, adult shelters at the age of 14. My oldest son stayed in cold basements, abandoned buildings, sold and used drugs. My husband's oldest son was stabbed in the heart by a dope dealer and he was only 22. My daughter had 2 babies 10 months apart. My husband and I were ostracized in our church because we were no longer on their level. I lived in one shelter for 4 years and worked one job but never was able to save enough money for security and rent because I had to help other homeless because no one else would. People are content to walk on other people when people are down.

Page 3

Interfaith, Interagency.....

The only thing a homeless person has is his human dignity and in shelters that is often attacked by the so called "staff".

A homeless person because he has been shunned and despised by the "socially secure" has developed a wall of isolation to shut out pain and as a form of unforgiveness. Because of extreme isolation and prolonged isolation, the homeless risks the terrors of mental and/or emotional "illness". Most of us talk to ourselves because it's the most intelligent conversation available. We don't trust even each other too far because we know who the thieves, liars, rapists, alkies, druggies, etc. are. The most amazing thing between homeless and socially secure is that while we're despised we know that we're survivors and many that mock us are themselves headed our way! So who really gets the last laugh or whose heart genuinely hurts for a fellow man.

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**COMMUNITY EDUCATION DAY
"CELEBRATING PARTNERSHIPS"**

"ISSUES OF CHILD SEXUAL ABUSE: PROTECTION OF VICTIMS AND NETWORKING SERVICES"

By: Tom Plach Proviso Children's Advocacy Center
Chris Hamlin Youth & Family Program
Colin Simpson Cook County State Attorney's Office

In the past 10 years our society has experienced an explosion in the rate of reporting of alleged child sexual abuse. Increased public awareness of the problem of child sexual abuse has led to more reports of suspected abuse being made to child protection agencies and law enforcement professionals.

With this huge increase in reporting, our society has had to confront and struggle with many difficult issues surrounding child sexual abuse. For example, we have had to begin to develop a system of response to reports of sexual abuse that does not re-traumatize the vulnerable child through the process of multiple interviews, investigations, medical exams, out of home placements, and court appearances. We have also had to create a system that allows young children to offer accurate testimony in a court room while preserving the rights of the accused and insuring a fair trial. In addition, we have had to develop methods of interviewing young children that allows them to accurately communicate details of abuse without encouraging false disclosures. And these are but a few of the many issues our society has had to confront as a result of the increased reporting of alleged sexual abuse.

In Proviso Township, we have created and developed a system of response to the problem that we believe has began to help solve many of the problems associated with investigating child sexual abuse. Based upon a model of intervention first established 10 years ago in Huntsville, Alabama, Proviso Township developed a coordinated team approach to investigations and evaluations of alleged child sexual abuse. Through the Proviso Children's Advocacy Center in Westchester, team investigations are coordinated and implemented. The team for the investigations can potentially include a social worker, a State's Attorney, a DCFS investigator, a law enforcement investigator, a medical practitioner, and a family advocate. Through the team approach, we can minimize the trauma of the investigation for the victim and family, while also providing a basis for an accurate finding and/or successful prosecution at the end of the investigation.

During its first year of operation, the Proviso Children's Advocacy Center was involved in more than 50 cases of child sexual abuse. This included coordinating victim sensitive interviews for alleged victims of abuse, crisis intervention for victims and families, counseling services for victims, families, and offenders, and referral for medical evaluation. The Center also provides education for the community, while sponsoring specialized training workshops for those involved in the investigation and evaluation of sexual abuse. The Center provides services for all 13 suburbs that comprise Proviso Township. For more information about the Center, call 681-2324 and ask for the Child Advocacy Center.

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**COMMUNITY EDUCATION DAY
"CELEBRATING PARTNERSHIPS"**

"NEW DIRECTIONS". . . OFFERING NEW OPTIONS FOR HOUSING CHOICES

*By: Lashaune Brundage Program Director-New Directions
Angela Woods Housing Counselor*

New Directions is an outreach program of the Oak Park Regional Housing Center, linking housing, employment, and education in the Near West and North West suburbs. The initial need for our program began as more and more jobs were moving from their inner city out to suburban areas. Many of these companies lost a large percentage of their minority employees who felt affordable housing was not available to them close to their jobs, and those who decided against two, or even three hour commutes. In the first quarter of 1992, the program received funding from the Chicago Community Trust. This funding provided for the production and printing of our brochure, "For the good life...make the right move" to market the program. The brochure has been used as our corporate outreach marketing piece. A mailing to 96 corporations in DuPage county was mailed in June 1992. By the end of 1992, ninety-two companies have been followed up with phone correspondence. Fifteen of those companies were presented with the program in a panel presentation for their employees at the work site.

The next project of the program was to set up an apartment inventory. Research was done to establish a community profile for each of the 53 priority communities in our service area. A priority community is defined as having a minority population of less than 10%, according to the 1990 census track information. The apartment inventory was set up for the apartment complexes in the service area. It includes specific unit information, including price, floor plans, square footage, utilities, and parking information. During 1992, we previewed and filed 92 complexes. Our inventory was then entered into a computer database which provides our clients with a complete listing of apartments that meet their established criteria.

We contacted the chamber of commerce for each community to supply the basic information for each area. We supplemented this effort with current community profiles from the Chicago Sun Times House Hunt Book. For many clients, the most important factor of a new community is the school district. We started by contacting the school districts in our service area to obtain report cards for each school, which include test scores, graduation rates, and the dollar amount spent per pupil. The report card also gives an outline of special programs offered, and extracurricular activities. While this information is available to anyone upon request, clients are given all the information possible to make an objective decision about education. A listing of four year colleges and community colleges is also available to each client.

A community evaluation sheet was designed to highlight the exact needs of the client, including geographic location, type of housing, quality of education, availability of child care and access to transportation. A "New Directions" suburban amenities list was compiled with specific information on hair salons, churches, child care facilities, and social gathering spots. By giving each client objective information about each community they are able to make their own comparisons concerning community choice. We do work with market rate rents, and refer using the standard 28-30% rental guidelines.

"New Directions". . .

The biggest success of the program has been the escort service. A staff person takes the client out to the community they are interested in and shows them 2-3 available apartments in their price range. For our clients who work in DuPage county, they know the rout to and from work, and many people are familiar with the shopping malls. Escorting gives the clients the opportunity to see different communities with a staff person who knows the areas. Because of our large service area, escorting a client can take anywhere from two to four hours. Clients not only see the apartment, but also the distance to schools, shopping, where the library is, and we try to show them as much as possible about the area. The demand to be escorted is far beyond what our limited staff is capable of, considering the time commitment required.

During the first year of the program, our production was far beyond what anyone expected from a new program. Three hundred and ninety eight clients registered with New Directions. Seventy two were escorted to see available apartments. Ninety three made affirmative moves to thirty one different communities with minority populations ranging from zero to ten percent. In an effort to increase home ownership options for our clients, we refer clients to home seekers seminars sponsored by the Leadership Council for Metropolitan Open Communities, and the DuPage Home Ownership Center. More recently we have begun to explore how we can help clients with credit problems, which may hinder not only securing home mortgages, but also the renting of an apartment. The DuPage Home Ownership Center sponsors a free credit seminar, also New Directions is now working with Consumer Credit Counseling Services of Greater Chicago, a non-for-profit counseling service offering clients information on money management, alternatives to bankruptcy, and financial solutions catering to each individual.

Because our program was so new and different from any other in the country, we began putting statistics together of all the clients we serviced during the past year. The client profile from 1992 showed us that most of people coming into our office were single people in the median income range of \$20,000-\$30,000. As the pie graph indicated, our overall profile does include every family composition and income.

In January, we began our search for an intern to compile a study about the first year of the program, the clients, their moves, and life in their new communities. Michael Whittmer, the first William Stazak memorial intern, working in conjunction with Oak Park Housing Regional Housing Center Executive Director, Bobbie Raymond, compiled a questionnaire to find out how the 93 affirmative moves have affected people's lives.

Data was collected from 87 of 98 clients who made affirmative moves between April 1992 and April 1993. Clients were asked about their move, future housing plans, transportation, employment, education, and if any racial discrimination had occurred. Eighty seven percent did not perceive any discrimination against them at all, and only one percent felt they had suffered a lot of discrimination. The overwhelming message we got from the study was that more people needed to know about the program. Many people just found us by chance, or may have been acquainted with the now 22 year-old Oak Park Center. Copies of the study are available by contacting the Oak Park Regional Housing Center.

Page 3

"New Directions" . . .

Results from the survey have attracted national attention. New directions has been represented at the National Fair Housing Center's Annual Conference in Washington, D.C., and attended various local fair housing conferences. A big part of our success has been the partnerships we have created with many organizations in west Cook County and DuPage Home Ownership Center, The Chicago Fair Housing Alliance, The DuPage Affordable Housing Group, West Cook Leaders, and many others.

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**COMMUNITY EDUCATION DAY
"CELEBRATING PARTNERSHIPS"**

"PROJECT SUCCESS: SCHOOL AND COMMUNITIES WORKING TOGETHER FOR SUCCESSFUL FAMILIES"

By: Lori Williams Office of the Governor of Illinois
Lisa Johnson Family Focus
Rosemary Frey IL Department of Public Health

In 1991, the Governor's office convened a group of individuals representing elementary and secondary education, community-based organizations, parents, business representatives, state social service agencies and local service providers. They were charged with developing recommendations to improve health and social service delivery for children and their families to ensure that all Illinois children come to school prepared to learn and continue to receive necessary support during school. Out of this group was formed Project Success, begun with 6 pilot communities serving 8 elementary schools in 1992-93 and expanded to 33 additional communities, now serving a total of 78 elementary and middle schools, in 1993-94.

Project success has two main goals:

- 1) An improvement of child and family well-being by providing services that promote school success, local planning and decision-making, parental involvement, and prevention.
 - 2) An improvement of collaboration, coordination and resource sharing at and among state and local agencies. Project Success asks communities to plan and develop local collaborative mechanisms to meet the concerns of families with particular emphasis on six core components, encompassing access to: basic health care; nutrition services; mental health services; programs that protect children and promote family stability; substance abuse services; and social activities that enhance family interactions.

The nucleus of each Project Success site is the Local Governing Board (LGB), composed of parents, school personnel, local human service agency representatives, and business groups. To date, community-based not-for-profit organizations have served as administrative organizations. New sites go through an assisted strategic planning process whose outcome is a prioritized Community Action Plan (CAP), which serves as their fundamental blueprint for planning and offering activities. Sites work through the LGB to identify problems at the school level that interfere with students' academic success and act to solve them quickly.

Project Success grants are small (\$15,000), are for one year only and are often used by sites in partial support of a Project coordinator, who works as a liaison between the LGB and community resources to create or adapt programs that will meet site's unique needs. A vital tenet of Project Success is that sites use their year of state funding to build a self-sustaining

Page 2

"Project Success.....

community network of connections (including funding and in-kind services) that will allow them to continue their efforts over time. The state also provides for intensive technical assistance and training for all sites, including networking of resources. In addition, a statewide evaluation system is establishing a database for analysis and improvement of the processes and outcomes. The ultimate goal of Project Success is to involve every school and community in Illinois in building their own networks of supportive services on behalf of children and families.

Nearly a dozen state agencies serve on a Project Success State Steering Committee, which is charged with policy direction and administration of the program. Offices of the governor and Lt. Governor; the State Board of Education; the Planning Council on Developmental Disabilities; and the Departments of Aging; Alcoholism and Substance Abuse; children and Family Services; Mental Health and Developmental Disabilities; Public Aid; Public Health; and Rehabilitation Services comprise the team. All administrative activities are coordinated through the statewide Project Success Specialist and representatives of the Governor's Office, Lt. Governor's Office, and State Board of Education) has ultimate responsibility for decisions affecting the direction and future of Project Success. At both state and local levels, agencies share staff, resources, grant waivers and cross program lines in order to provide quick access and thorough services to children and families in the sites.

Funding for the program in FY94 comes from an appropriation of state funds to the State Board of Education; this covers start-up funds for new sites, the Project Success Specialist's salary, and contracts for technical assistance and evaluation.

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**COMMUNITY EDUCATION DAY
"CELEBRATING PARTNERSHIPS"**

THE DIVERSITY GROUP: A MODEL FOR BUILDING COMMUNITY UNITY INVOLVING LOCAL GOVERNMENT, CIVIC GROUPS, SERVICE AGENCIES, SCHOOLS, CHURCHES AND FAMILIES.

*By: Julia Doris Diversity Group Representative
Helen Lockhart Diversity Group Representative*

The mission of the Diversity Group is to bring all facets of the community together to:

- * acknowledge our cultural, racial and religious differences,
 - * celebrate the richness these differences give our society,
 - * understand their implications for our social and political structures,
 - * incorporate these differences into our systems thereby making our society work well for everyone.

Diversity Group members hold leadership roles in almost every service agency and government entity in LaGrange, Illinois. The group provides ongoing support to individuals who are working in the following areas:

- ** Schools - Securing and promoting the use of programs and activities that help our children understand the differences between us and acquire the skills needed to live peacefully and productively in a multicultural world.**

Specifically: We are working with planning teams at Lyons Township High School, repeatedly emphasizing the need to make the school environment more welcoming to minority students and their families. We are also encouraging changes in the curriculum to reflect the diverse cultural influences in our society so that our students can understand and be enriched by them. At the elementary level, we are participating in the planning-for-the-future process at District 102 emphasizing the same issues as we do at LTHS. We also communicate these concerns to other area schools by means of mailings about our actions.

- ** Churches - Encouraging ecumenical efforts to connect the various congregations so they can build on the values they have in common and support each other's activities in the community at large.**

Specifically: We have met with the Ministerial Association to discuss our organization's purposes and activities and how these might relate to their goals for their congregations. Some of our members have led discussion groups or planned programs at their own churches addressing the subject of racism. We are encouraging visits between congregations and the formation of a community choir made up of several church choirs to perform at the Unity Rally and other appropriate affairs. A first-ever Celebration of

Religious Unity was held recently in a local Catholic church with participation from all branches of Christianity as well as Muslims, Buddhists and Bahais.

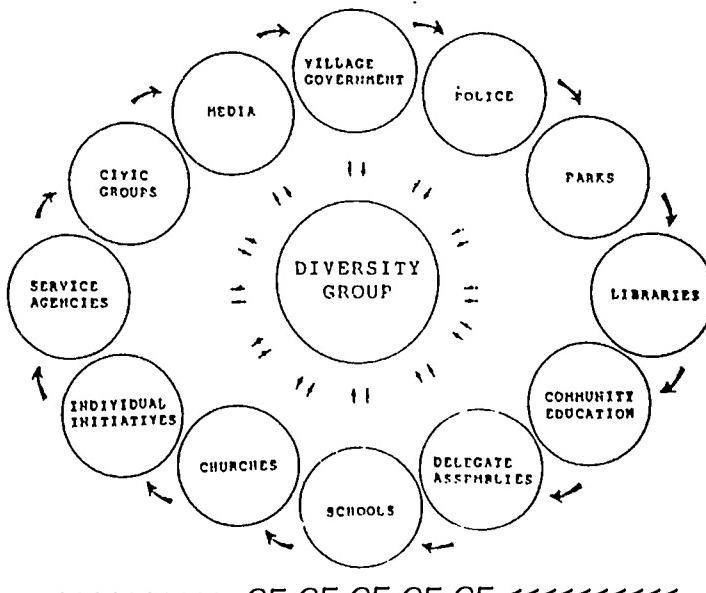
**** Families** - Providing opportunities to make friends across racial and cultural lines so "us" and "them" instead becomes "we".

Specifically: We held a potluck dinner, marched together in the LaGrange Pet Parade, organized an outing to a play starring one of our black members, started a multiracial book discussion group and a film screening group. A planned family picnic was rained out but will be tried again and we're exploring more ways to pair up families for in-home activities.

**** Community** - Promoting an understanding of the varying needs and perceptions of our diverse population and the different techniques and attitudes required to serve them.

Specifically: We held weekend racism seminars that brought a new understanding of the subject to members of most of the organizations serving LaGrange. This proved to be more efficient and meaningful than if each had tried to provide the same experience separately. Each year we sponsor a Unity Rally as an opportunity for all segments of the community to come together, and we enthusiastically support other events that strengthen our sense of community. Recently these have included fundraisers for Community Policing Team and Community Extension Project youth programs.

As our diagram shows, the Diversity Group strives to make connections with all groups in our community. We encourage individuals and organizations to "keep the pots bubbling" with new initiatives and enthusiasm. Through personal contacts and mailings we do our best to keep multicultural awareness an active consideration in all plans and projects. If we succeed, the end result will be a vital, interesting and caring community.



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**COMMUNITY EDUCATION DAY
"CELEBRATING PARTNERSHIPS"**

"VILLA ALEGRE, A MODEL OF COMMUNITY EMPOWERMENT"

By: Luis Albaracin: President, Villa Alegre Committee
Doyll Andrews: Vice-President Villa Alegre Committee &
Community Liaison with Resurrection Lutheran Church
Cipriano Herrera: Former President of Villa Alegre Committee

The Villa Alegre Committee is an organization composed mostly of Franklin Park residents. Its main objective is to help promote and revitalize this community into a safe environment for families to grow. The Villa Alegre Community is composed mostly of Mexican Immigrants. At one point most of the residents were transients but within the past three to four years the homeownership rapidly has increased to about fifty percent. This figure indicates that the neighborhood is becoming more stable and community orientated.

One of the main concerns of the Committee has been lack of pride and low self esteem of the community residents. One of the committee's goals is to restore pride and trust.

It is our responsibility as citizens and human beings to take notice of what is happening to our communities. It is crucial to pull together to create a community in which we can be proud to say "we live in Franklin Park".

NEW BEGINNING:

- * **IDENTITY** - Change community name from Jungle to Gardens to Villa Alegre.
 - * Villa Alegre Committee was Incorporated in Illinois and obtained a non profit status.
 - * A door to door canvass was conducted in order to obtain demographic information on the community.

Analysis of data collected and findings:

- 1) Lack of recreational facilities in the community.
 - 2) Overcrowded living conditions.
 - 3) Lack of services from:
Police, Health, Street, Building and Planning Departments.
 - 4) Lack of voting participation.

ACTIONS:

- A) A letter was written to the Mayor regarding the results of the canvassing. The committee requested that the committee's recommendation for a recreational park be considered. By 1992, the Village purchased the property to build a park.

- B) Invited various Village department heads to meetings to discuss ways in which communication could be improved.
- C) Created a youth program.
- D) Youth Committee made a videotape, available for distribution, of conditions in the Villa Alegre community.

ACCOMPLISHMENTS:

- A) After many meetings, communication and services have improved. A partnership with the Village has been developed.
- B) Meetings with Police, Health, Building, and Street Departments have resulted in better services.
- C) A park will be built in the area and also a much needed community service center.
- D) The Committee is making a mark in Franklin Park and the surrounding Communities.

The hope of all of us on this Committee is to bring about a peaceful integration, with understanding, caring, and love for our Community.

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P R O C L A M A T I O N

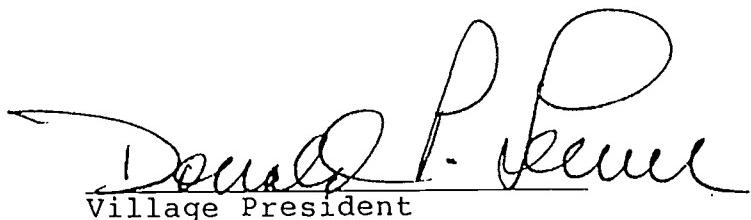
WHEREAS, public education is a community enterprise, and everyone in the community has a stake in the mission of educating all individuals in all families, adults and children alike.

WHEREAS, community education is an opportunity for local citizens, social services agencies, governmental agencies, community groups and business to become active partners in addressing education and community concerns.

WHEREAS, These partnerships can:

- * Accomplish mutually beneficial goals for the partners.
- * Enhance development and delivery of services to the community.
- * Maximize resources while minimizing costs.
- * Enhance the quality of life in the community.

THEREFORE, I, Donald P. Lemm Mayor of the Village of Bellwood do, hereby proclaim November 18, 1993, as Celebrating Partnerships Day in Bellwood and call upon the people of Bellwood to recognize and celebrate the bonds they have discovered, the partnerships they have formed, and the sense of community they have strengthened through community education programs.



Village President

PROCLAMATION

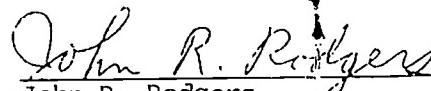
WHEREAS, public education is a community enterprise, and everyone in the community has a stake in the mission of educating all individuals in all families, adults and children alike, and

WHEREAS, community education is an opportunity for local citizens, social service agencies, governmental agencies, community groups, and business to become active partners in addressing education and community concerns, and

WHEREAS, these partnerships can accomplish mutually beneficial goals for the partners, enhance development and delivery of services to the community, maximize resources while minimizing costs, and enhance the quality of life in the community,

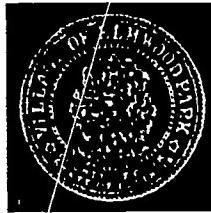
NOW THEREFORE, BE IT RESOLVED that I, John R. Rodgers, President of the Village of Broadview, do hereby proclaim November 18, 1993, as Celebrating Partners Day in the Village of Broadview and call upon the people of Broadview to recognize and celebrate the bonds they have discovered, the partnerships they have formed, and the sense of community they have strengthened through community education programs.

Done this first day of November, 1993.


John R. Rodgers
President
Village of Broadview

Attest:


Michael F. Hritz
Village Clerk



VILLAGE OF ELMWOOD PARK

PETER N. SILVESTRI
Village President
ELSIE SUTTER
Village Clerk
JOHN J. DALICANDRO
Village Manager
MICHAEL K. DURKIN
Village Attorney

TRUSTEES
ALAN L. BENNETT
RAYMOND E. ROEHRI
DONALD W. PARENTI
SAM LOBARBERA
CARMEN P. FORTE
ALAN T. KAMINSKI

11 Conti Parkway • Elmwood Park, IL 60635 • (708) 452-7300

PROCLAMATION

WHEREAS Public Education is a community enterprise, and everyone in the community has a stake in the mission of educating all individuals in all families, adults and children alike;

WHEREAS Community Education is an opportunity for local citizens, social services agencies, governmental agencies, community groups and business to become active partners in addressing education and community concerns;

WHEREAS these partnerships can:

- * Accomplish mutually beneficial goals for the partners.
- * Enhance development and delivery of services to the community.
- * Maximize resources while minimizing costs.
- * Enhance the quality of life in the community.

THEREFORE, I, PETER N. SILVESTRI, President of the Village of Elmwood Park, do hereby proclaim November 18, 1993 as Celebrating Partnerships Day in Elmwood Park, Illinois, and call upon the people of the Village of Elmwood Park to recognize and celebrate the bonds they have discovered, the partnerships they have formed, and the sense of community they have strengthened through community education programs.

A handwritten signature in cursive ink that reads "Peter N. Silvestri".

Peter N. Silvestri
President
Village of Elmwood Park



VILLAGE OF FRANKLIN PARK

9500 BELMONT AVENUE • FRANKLIN PARK, ILLINOIS 60131
(708) 671-4800 • FAX's: (708) 671-7806 & (708) 671-0221

Village President
JACK B. WILLIAMS

Village Clerk
DEBRA FIORILLO

Village Trustees
STEVE S. KOPERA
RICHARD J. NEUZIL
DANIEL B. PRITCHETT
Term ends 1995
GARRY J. ROSSINO
JANE GAROPPOLO
JOSEPH E. FERRON
Term ends 1997

Comptroller
WILLIAM KABLER

Treasurer
ANNE GRUMMEL

Attorney
R. BURKE KINNAIRD

Prosecutor
RICHARD LEVINSON

Police Chief
RALPH IOVINELLI

Fire Chief
FRED J. OLSON

Emergency Services Director
FRED J. OLSON

Building Commissioner
ROY MC CAMPBELL

Zoning Administrator
ARTHUR L. ALTERSON

Director of Zoning, Planning,
& Development
JOSEPH P. GALVAN

Superintendent of
Streets & Alleys
JAMES COTTINI

Water Superintendent
JOSEPH THOMAS

Consulting Engineer
FRANK KUDRNA

Director of Health
& Human Services
PATRICIA FERRARINI

PROCLAMATION

WHEREAS: Public education is a community enterprise, and everyone in the community has a stake in the mission of educating all individuals in all families, adults and children alike.

WHEREAS: Community education is an opportunity for local citizens, social services agencies, governmental agencies, community groups and business to become active partners in addressing education and community concerns.

WHEREAS: These partnerships can:

- * Accomplish mutually beneficial goals for the partners.
- * Enhance development and delivery of services to the community.
- * Maximize resources while minimizing costs.
- * Enhance the quality of life in the community.

THEREFORE, I, JACK B. WILLIAMS, Mayor of the Village of Franklin Park, Illinois, do hereby proclaim November 18, 1993 as CELEBRATING PARTNERSHIPS DAY in Franklin Park and call upon the people of Franklin Park to recognize and celebrate the bonds they have discovered, the partnerships they have formed, and the sense of community they have strengthened through community education programs.

Jack B. Williams
Mayor
Village of Franklin Park



MEMBER ILLINOIS MUNICIPAL LEAGUE



P R O C L A M A T I O N

WHEREAS, Public education is a community enterprise, and everyone in the community has a stake in the mission of educating all individuals in all families, adults and children alike; and

WHEREAS, Community Education is an opportunity for local citizens social services agencies, governmental agencies, community groups and business to become active partners in addressing education and community concerns; and

WHEREAS, These partnerships can:

- * Accomplish mutually beneficial goals for the partners.
- * Enhance development and delivery of services to the community.
- * Maximize resources while minimizing costs.
- * Enhance the quality of life in the community.

NOW, THEREFORE, I RAY WILLAS Mayor of the VILLAGE OF HARWOOD HEIGHTS, do hereby proclaim November 18, 1993, as Celebrating Partnerships Day in the VILLAGE OF HARWOOD HEIGHTS and call upon the people of HARWOOD HEIGHTS to recognize and celebrate the bonds they have discovered, the partnerships they have formed, and the sense of community they have strengthened through community education programs.

PROCLAIMED AND SIGNED BY ME THIS 28th DAY OF OCTOBER, 1993



RAY WILLAS, MAYOR

ATTEST:



EUGENE J. BRUTTO, RMC,CMC

Village of Maywood



Proclamation

WHEREAS: Public education is a community enterprise, and everyone in the community has a stake in the mission of educating all individuals in all families, adults and children alike.

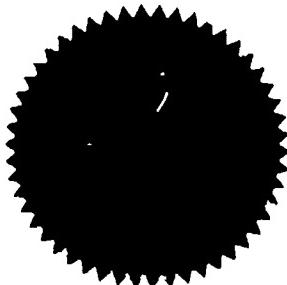
WHEREAS: Community Education is an opportunity for local citizens, social services agencies, governmental agencies, community groups and business to become active partners in addressing education and community concerns.

WHEREAS: These partnerships can:

- * Accomplish mutually beneficial goals for the partners.
- * Enhance development and delivery of services to the community.
- * Maximize resources while minimizing costs.
- * Enhance the quality of life in the community.

Therefore: I, Joe W. Freelon, Mayor of the Village of Maywood do, hereby proclaim November 18, 1993, as Celebrating Partnerships Day In the Village of Maywood and call upon the people of Maywood to recognize and celebrate the bonds they have discovered, the partnerships they have formed, and the sense of community they have strengthened through community education programs.

Signed Joe W. Freelon
Date 11-16-93





VILLAGE OF MELROSE PARK

OFFICE OF
THE PRESIDENT

C. August Taddeo
MAYOR

PROCLAMATION

WHEREAS:

Public education is a community enterprise and everyone in the community has a stake in the mission of educating all individuals in all families, adults and children alike.

WHEREAS:

Community Education is an opportunity for local citizens, social service agencies, governmental agencies, community groups and business to become active partners in addressing education and community concerns.

WHEREAS:

These partnerships can:

Accomplish mutually beneficial goals for the partners.

Enhance development and delivery of services to the community.

Maximize resources while minimizing costs.

Enhance the quality of life in the community.

Therefore, I, C. August Taddeo, Mayor of the Village of Melrose Park, do hereby proclaim November 18, 1993 as Celebrating Partnerships Day in Melrose Park and call upon the people of Melrose Park to recognize and celebrate the bonds they have discovered, the partnerships they have formed and the sense of community they have strengthened through community education programs.

C. August Taddeo

C. August Taddeo
Mayor

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1000 N. 25TH MELROSE PARK, ILLINOIS 60160 708-343-4000

CITY OF NORTHLAKE

M A Y O R A L

P R O C L A M A T I O N

PROCLAIMING NOVEMBER 18, 1993
"CELEBRATING PARTNERSHIPS DAY"

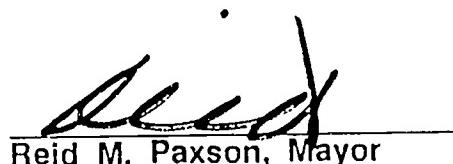
WHEREAS, Public education is a community enterprise, and everyone in the community has a stake in the mission of educating all individuals in all families, adults and children alike; and

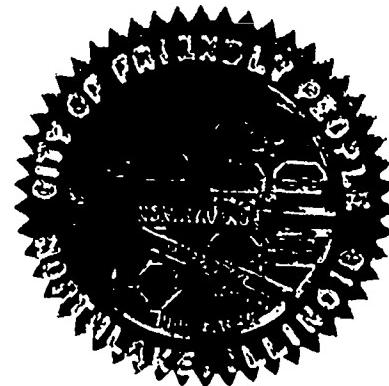
WHEREAS, Community Education is an opportunity for local citizens, social services agencies, governmental agencies, community groups and business to become active partners in addressing education and community concerns; and

WHEREAS, These partnerships can:

- * Accomplish mutually beneficial goals for the partners;
- * Enhance development and delivery of services to the community;
- * Maximize resources while minimizing costs; and
- * Enhance the quality of life in the community.

NOW, THEREFORE by virtue of the authority vested in me as Mayor, and speaking on behalf of the entire City Council and all our citizens, do hereby proclaim November 18, 1993, as "Celebrating Partnerships Day" in the City of Northlake, and call upon the people of Northlake to recognize and celebrate the bonds they have discovered, the partnerships they have formed, and the sense of community they have strengthened through community education programs.


Reid M. Paxson, Mayor





VILLAGE OF
ROSEMONT

PROCLAMATION

WHEREAS, public education is a community enterprise;

WHEREAS, everyone in the community has a stake in the mission of educating all individuals -- adults and children alike;

WHEREAS, community education is an opportunity for local citizens, social service agencies, governmental agencies, community groups and business, to become active partners in addressing education and community concerns;

WHEREAS, these partnerships can: accomplish mutually beneficial goals for the partners; enhance development and delivery of services to the community; maximize resources while minimizing costs; and enhance the quality of life in the community;

WHEREAS, the Second Annual Community Education Conference of Triton College commemorates National Community Education Day;

WHEREAS, that conference is entitled "Celebrating Partnerships" and will be held at Triton College on November 18, 1992 to recognize and promote strong working partnerships;

NOW, THEREFORE, I, DONALD E. STEPHENS, MAYOR OF THE VILLAGE OF ROSEMONT, ILLINOIS, DO HEREBY PROCLAIM THURSDAY, NOVEMBER 18, 1993, "CELEBRATING PARTNERSHIPS DAY," AND URGE ALL THE CITIZENS, DEDICATED SOCIAL AND PUBLIC SERVANTS, AND GOOD-SPIRITED BUSINESS PEOPLE OF ROSEMONT, ILLINOIS, TO RECOGNIZE AND CELEBRATE THE BONDS THEY HAVE DISCOVERED, THE PARTNERSHIPS THEY HAVE FORMED, AND THE SENSE OF COMMUNITY THEY HAVE STRENGTHENED THROUGH COMMUNITY EDUCATION PROGRAMS.

Village of Stone Park

1629 N. MANNHEIM ROAD
STONE PARK, ILLINOIS 60165
PHONE: (708) 345-5550

President
ROBERT D. NATALE

Clerk
LINDA J. RUGE

Trustees
EARL PORTER
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FRANK KOORASINGH
ARTURO DIAZ
ROSEMARY LOPEZ SAPOZNIK

Treasurer
DOROTHY CARAHER

Attorney
MICHAEL CASTALDO JR.

PROCLAMATION

WHEREAS: Public education is a community enterprise, and everyone in the community has a stake in the mission of educating all individuals in all families, adults and children alike.

WHEREAS: Community Education is an opportunity for local citizens, social services agencies, governmental agencies, community groups and business to become active partners in addressing education and community concerns.

WHEREAS: These partnerships can:

- * Accomplish mutually beneficial goals for the partners.
- * Enhance development and delivery of services to the community.
- * Maximize resources while minimizing costs.
- * Enhance the quality of life in the community.

Therefore: I, Robert D. Natale, Mayor of the Village of Stone Park do, hereby proclaim November 18, 1993, as Celebrating Partnerships Day in the Village of Stone Park and call upon the people of Stone Park to recognize and celebrate the bonds they have discovered, the partnerships they have formed, and the sense of community they have strengthened through community education programs.

LIST OF ATTENDEES

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Oak Park, IL 60302

Norman Youngsteadt
NurseFinders
Oak Park, IL 60302

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COMMUNITY EDUCATION CONFERENCE

"CELEBRATING PARTNERSHIPS"

S P O N S O R S

C. S. Mott Foundation
Coordinating Council of Proviso Township
Gottlieb Memorial Hospital
Grove Plastics
Matsushita Electric Corporation of America
Nestlé Chocolate and Confections
Nuevos Horizontes/New Horizons, Triton College Community Center
Oak Park/River Forest Senior Citizens Coordinating Council
Proviso Township Mental Health Commission
Triton College Admission and Records
Triton College Access to Literacy
Triton College Employee Development Institute (EDI)

CONFERENCE PLANNING COMMITTEE

*Cellie Banks, Triton College Conference Center
Leslie Bezzaz, Triton College Employee Development Institute (EDI)
Art Bloom, Gottlieb Memorial Hospital
Cynthia Breunlin, Village of Bellwood
Clarence Krygsheld, School District 88
Donna L. Peluso, Proviso Mental Health Commission
Sylvia M. Solorzano, Nuevos Horizontes/New Horizons,
Triton College Community Center
Pat Varga, Triton College Admission & Records Dept.
Genevieve Wietecha Triton College Continuing Education Center
for Health Professionals (CECHP)
Emilia G. Yosick, Triton College
Adult Basic Education Department
Norman Youngsteadt, NurseFinders, Inc.*

Special thanks to Maria Leos from Nuevos Horizontes for her clerical assistance.

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